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ABSTRACT

This instructor's training guide for the Job Corps four-unit World of Work curriculum contains instructional units and teaching methods for the program, which is designed to provide corps members with the opportunity to learn the skills and behaviors necessary for getting and keeping a job. The four units in the guide and their respective contents are (1) Getting and Keeping a Job (purpose, course content, scheduling, equipment, and teaching techniques), (2) Consumer Education (purpose, course content, scheduling), (3) Supplemental Skills (understanding taxes, understanding unions, using the telephone, using the newspaper, and telling time), and (4) Exit Readiness Program (purpose and course content). Appendixes include miscellaneous teacher helps: student performance record, materials resource list, readability calculation work sheet, notes on leading class discussions, notes on techniques for relating to and communicating with corpsmen, background information on unions, a glossary of "words from the workplace," abbreviations commonly found in classified ads, and sample questions and checklist for interviews. (WL)

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ET Handbook No. 321

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The Comprehensive Employment Training Act of 1973

Job Corps
Instructor's Training Guide
For The
World of Work
Curriculum

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Introduction:

There have been many questions concerning the role of the World of Work program in Job Corps. What are its objectives; when should the program begin; what is the best method of instruction; how should it be integrated with other programs; and what should be the sequence of course content?

The primary objective of the World of Work program is to provide corpsmembers with the opportunity to learn the skills and behaviors necessary for getting and keeping a job. The center should be viewed by everyone as an actual work world setting, with corpsmembers being given the chance to practice those skills and behaviors they are learning during enrollment.

Corpsmembers should begin learning these skills as soon as they arrive on center. Most of them have, no doubt, had negative experiences with school and all it represents, and because many may need academic development, dependence upon reading and writing skills should be minimized where possible. Therefore, the initial portion of the World of Work is an audio-based program, dealing with those skills and behaviors necessary for getting and keeping a job. Areas covered include: New on the Job, Company Rules, Communicating with Supervisors, Job Interviews, etc.

In addition to sections on getting and keeping a job, the World of Work program also includes sections on consumer education, supplemental skills, and exit readiness. The consumer education portion is to be presented following the getting and keeping a job portions, by which time corpsmembers should have developed better reading skills. The supplemental skills section is to be offered and scheduled at the discretion of center directors. Exit readiness is to be the final section covered in the World of Work, reviewing and reinforcing the total program content.

It is extremely important for corpsmembers to be skilled at all of these areas if they are to make successful transitions from the center work world to the real work world and become consistently and successfully employed members of society. To insure that all areas of the program are completed by each corpsmember, instructors should record their progress in a "Student Performance Record for World of Work" (See Appendix I.0)

UNIT I: GETTING AND KEEPING A JOB

1. PURPOSE

Securing and holding a job in the initial stages is one of the most serious problems facing corpsmembers upon completion of their vocational training and their subsequent discharge from the Job Corps. The problem suggests that proficiency in a particular craft does not, in all cases, insure placement in any field. Nor does this same proficiency protect former corpsmembers from losing jobs within those critical first few weeks of employment, even though they have been properly placed. Although there are numerous reasons for shortcomings in employment placement and tenure, one serious problem facing the corpsmember when seeking employment is the lack of exposure to the basic techniques that one needs to know in order to get a job and the less simple requirements for keeping a job.

To surmount this problem, corpsmembers should be exposed to some of the basic problems and situations they will face in both getting and keeping a job. This exposure should provide corpsmembers with an elementary knowledge of the methods necessary to overcome the problems they will face. One method of attacking the problem is provided by the "World of Work" course.

Many times corpsmembers arrive on center with very low reading levels. This makes it difficult for them to derive much benefit from material that is in written form. Often, however, corpsmember comprehension is higher when the spoken word is used instead of the written word. Based on this observation, this guide contains a "World of Work" program that is audio based.

The Center program need not be exclusively an audio program. Centers are encouraged to use additional materials which they consider useful supplements to the basic kits detailed in this guide: The World of Work 1: On the Job, and The World of Work 2: Getting a Job, by " Educational Design Inc." Centers already using an audio program in the World of Work can use these kits as an additional resource. A list of material sources can be found in Appendix I. 1.

Great caution should be taken in choosing supplemental materials. All written materials should be on a level commensurate with corpsmembers reading abilities to avoid frustration and failure. Appendix I.1 contains a Readability Calculation Work Sheet to assist in the determination of reading levels in these materials.

Throughout the course instructors should bear in mind that the corpsmembers' stay on center is a new and strange experience. Suddenly in an alien environment and required to learn material that is totally unfamiliar to them, corpsmembers may react with antipathy or hostility. The instructor is well advised then, to empathize with corpsmembers' feelings. With this in mind the supplements in Appendix I.3, Leading Class Discussions, and Appendix I.4, Active Listening and Congruent Sending are included in this guide containing ideas for enhancing effective staff/corpsmember communication.

2. COURSE CONTENT

The two audio-based kits for this unit are titled "The World of Work I: On the Job" and "The World of Work 2: Getting a Job." Both are available from Educational Design, Inc., 47 West 13th Street, New York, New York 10010. 212/ 255-7900.

"The World of Work I" kit presents the problems encountered by employees during the first few weeks on a new job. When entering the work world, new employees encounter an unfamiliar environment. The mechanics of company rules and policies, and the relationship to co-workers and supervisors, present a set of problems they may have had no previous experience in handling. Through dramatic episodes and discussions, The World of Work I familiarizes corpsmembers with the types of situations they are likely to encounter when beginning a new job and presents ways of avoiding and overcoming problems that might arise. It can also be applied to the first few days on center, for many of the situations encountered are similar. This kit consists of:

14 cassette Lesson Tapes
Six cassette Discussion Tapes
Student Record Booklets (24)
An Instructor's Guide

Each Lesson Tape is a self-contained teaching unit, complete with dramatic episodes, discussion, lesson questions, and reviews. The tapes can be administered individually, with corpsmembers proceeding at their own pace or to the class as a whole, with the entire group listening together to a lesson but corpsmembers each recording their answers to questions in their own Student Record Booklet.

The 14 Lesson Tapes are divided into four categories, and these categories are identified by color.

A. New on the Job (Red)
B. Dealing With Supervisors (Blue)
C. The Rules of the Game (Green)
D. Moving Up or Out (Violet)

Each Lesson Tape is approximately 15 minutes long. Lesson Tape 1, "The First Few Days," orients corpsmembers to the techniques and procedures of the course and can serve as a good introductory lesson. After corpsmembers complete Lesson Tape 1, they can proceed through the program in any order they wish.

Below are the titles of the Lesson Tapes, together with their running times and a brief description of each tape, as described by the publisher.

A NEW ON THE JOB (Red Tapes):

(1) The First Few Days. Some of the problems to expect when you're new on the job. (18.15 minutes)

(2) Getting Help and Information. When to ask questions, how to ask, whom to ask. (16.20 minutes)

(3) My Man, My Creep. The type of co-worker who becomes a friend, and the type who is not to be trusted. (15.55 minutes)

(4) Too Much Talk. How to handle a co-worker who is always interrupting your work. (14.07)

B DEALING WITH SUPERVISORS (Blue Tapes):

(5) Don't Blow Your Cool. How to handle yourself when someone gives you a hard time. (16.15 minutes)

(6) The Magic Words that Get You Fired. The one type of thing you should never say to a boss. (11.50 minutes)

(7) Excuses. The right kind of excuse to give, and the kind that will only get you in trouble. (12.50 minutes)

(8) Supervisors Are Human, Too. The picture from the boss's side. (9.35 minutes)

C THE RULES OF THE GAME (Green Tapes):

(9) Money, Money, Money. An explanation of deductions, overtime, and other things that affect the size of your paycheck. (12.30 Minutes)

(10) Company Rules and Company Customs. The differences between official and unofficial policies. (11.22 minutes)

(11) Stick Up for Your Rights. Fair and unfair gripes: the kinds a boss will and will not listen to. (13.15 minutes)

D. MOVING UP OR OUT (Violet Tapes):

(12) Promotions. The things a company takes into account when it gives promotions. (11.55 minutes)

(13) Giving Notice. Some tips to help you when you decide to change jobs. (14.17 minutes)

(14) The Fast Exit. The wrong way to leave a job. (13.30 minutes)

The Six Discussion Tapes are divided into the same four categories as the Lesson Tapes. They should be interspersed with the Lesson Tapes, one Discussion Tape for every two to three Lesson Tapes. However, like the Lesson Tapes, the Discussion Tapes can be administered in any order.

Each Discussion Tape contains three episodes which present problem situations the new employee may encounter. After hearing each episode on the tape, a small group of five to eight corpsmembers should have a 10 to 20 minute discussion. Suggested questions for the discussion are found at the end of the Instructor's Guide which comes with the cassettes. List of the Discussion Tapes:

A1	B2
The Extra Work Assignment	That's Part of Your Job
The Adding Machine	You'd Better Get Up On Time!
Do It Our Way	Too Many Days Absent

A2	C
Does the New Man Have to Get the Coffee	The First Pay Envelope
Advice From an Experienced Co-worker	The Coffee Break
The Card Game	The Man Who Didn't Follow the Safety Rules

B1	D
Why Were You Late	Boss, I Found A New Job!
The Wrong File	Asking For a Promotion
Getting Fired	Do You Think I Should Quit?

Corpsmembers should be given their own Student Record Booklets. This four-page booklet contains simple instructions for using the cassettes, as well as capsule descriptions of the lessons. Space is provided in the booklet for corpsmembers to:

1. Answer the Lesson Questions.
2. Answer the Review Questions.
3. Score their performance on the Review Questions.

World of Work 2: Getting a Job is an instructional kit which depicts the real-life problems corpsmembers may encounter when looking for work. Looking for a job can be a confusing experience. Many applicants do not know how to go about the job search or what to expect during job interviews. They are not sure how to prepare themselves for interviews or how to present themselves effectively to employers. This kit familiarizes the corpsmembers with the types of situations that frequently arise during the job search and suggests techniques for dealing with these situations successfully.

This course covers the following areas:

(a) How to contact job interviewers and set up appointments for interviews;

(b) How to fill out application forms;

(c) What to expect, how to prepare for, and how to respond in employment and agency interviews;

(d) How to make a good impression, express yourself in a positive way, mention your strong points, and answer difficult questions during interviews.

Two instructional techniques are mixed for use with this kit: Self-instructional taped lessons requiring written responses, and taped dramatic interactions followed by group discussion sessions. As corpsmembers progress through the course, it is important for the instructor to evaluate each student to identify whatever problems they may have.

The kit consists of nine cassette Lesson Tapes, three cassette Discussion Tapes, and Instructor's Guide, and Student Record Books (24).

The 9 Lesson Tapes are divided into two categories, identified by color. The first category (blue cassettes) consists of four tapes which teach the general skills required to prepare for a job search and seek out job interviews. The second category (red cassettes) consists of five tapes which teach the interpersonal skills required for job interviews. Below is a description of each of the Lesson Tapes, with running times.

A. General Skills (Blue Tapes):

(1) Contacting Job Interviewers - When to call, whom to ask for, how to identify yourself, and how to make and write down your appointments (16 minutes)

(2) The Agency Interview - Covers both public and private agencies. Explains the great variety of services offered by State Employment Services. Tells how to present yourself and how to get the most out of an agency interview. (14 minutes)

(3) Words You Must Learn - Some of the terms you need to know to understand want ads and to fill out application forms. (13 minutes)

(4) What You Need to Know to Fill Out an Application Form - Prepares students by having them fill out a personal Fact Sheet that covers all the difficult questions that application forms usually include. (21 minutes)

B. Interpersonal Skills (Red Tapes):

(5) Making A Good Impression. Pointers about speaking clearly, not interrupting, listening carefully during job interviews, and being sure not to downgrade former job, boss, or co-workers. (19 minutes)

(6) Selling Yourself. How to figure out job requirements and match them to appropriate selling points about yourself. How to mention your strong points during the job interview. (17 minutes)

(7) The Positive Approach. How to express yourself in a positive way during an interview. How to handle negative questions in a positive way. (17 minutes)

(8) Handling Difficult Questions. How to answer the really difficult questions interviewers frequently ask. (17 minutes)

(9) The Wrap-Up. What to do at the end of an interview. How to accept a job offer or ask for time to think it over; how to make sure you know when you'll hear about an interviewer's decision if he hasn't yet made up his mind. (15 minutes)

The Discussion Tapes are color-coded purple and like the Lesson Tapes, can be administered in any order. There are three episodes on each Discussion Tape. After hearing each episode on the tape, a small group of about five to eight corpsmembers should have a 10 to 20 minute discussion about it. Suggested questions for discussion are at the end of the Instructor's Guide accompanying cassettes.

Below are the titles of the episodes included in the three Discussion Tapes:

Discussion Tape A:

Situation 1. The Whole Truth

Situation 2. What Are You Calling About?

Situation 3. I Could Never Do That

Discussion Tape B:

Situation 1. Don't Call Us, We'll Call You

Situation 2. Turning an Interview Off

Situation 3. How Did You Do in the Interview?

Discussion Tape C:

Situation 1. Bob's Interview

Situation 2. Larry's Interview

Situation 3. Ann's Interview

Each corpsmember should be given his/her own Student Record Book. This 16-page book contains:

1) Practice and review questions for each of the Lesson Tapes.

2) A personal fact sheet to accompany the Lesson Tape "What You Need to Know to Fill Out an Application Form."

3) Three sample application forms.

Corpsmembers should be allowed to write their answers in the book and to keep the book after completing the course.

The length of time required to present this material will depend on whether it is administered individually or in a group setting and will vary with the amount of conversation stimulated by the Discussion Tapes.

3. SCHEDULING

On the Job and Getting a Job should be administered as soon as possible after the corpsmembers' arrival on center. Often times corpsmembers' training lasts but a short time, and if they have not been adequately exposed to this material they will have less chance of success in the working world even though they may have mastered the elements of their vocational training. However, if the program is administered very early in the corpsmembers' stay, they are more likely to have received complete exposure to the material if early termination should occur.

4. EQUIPMENT

Centers should buy cassette tape players rather than tape recorders, and those with a built-in a/c power adapter are recommended. Not only are cassette tape players cheaper but they also decrease maintenance cost.

5. TEACHING TECHNIQUES FOR WORLD OF WORK PROGRAM

In addition to concentrating on an audio program, strong emphasis should be placed on corpsmember participation. This will encourage corpsmembers to become physically as well as mentally involved in learning the subject matter. This will facilitate corpsmembers with low academic competency to learn about jobs, how to get them and how to keep them. Towards this end, centers might find group discussions and role-playing teaching techniques highly advantageous (consult Appendix I.4 for suggestions). This proposed concentration on an audio and performance based program should not be interpreted as saying that corpsmembers need not upgrade their reading skills.

The use of class assistants is a vital part of any training curriculum. It provides the opportunity for the better students to practice skills they have already mastered, while helping slower learners to deal with reading materials and exercises that they would not otherwise be able to handle.

In selecting class assistants, the instructor should choose corpsmembers who have demonstrated ability in reading and other skills required in the course so they can do some tasks that would ordinarily be done by the instructor, such as reading selections to corpsmembers with low reading levels and checking work on exercises.

Because selection of a corpsmember as a class assistant is, in itself a reward and may be a powerful motivating device, it is preferable to have as many different corpsmembers as possible serve as class assistants.

UNIT II: CONSUMER EDUCATION PROGRAM

1. PURPOSE

The purpose of consumer education is to prepare corpsmembers to:

(a) Shop wisely to get the best value for their money,

(b) Be aware of the pitfalls of consumer buying, and

(c) Guard against fraud and unethical business practices.

2. COURSE CONTENT

"The Modern Consumer Education Kit," published by Grolier Education Corporation, should be used to implement the Consumer Education program. The kit contains:

(a) 1 introductory tape cassette,

(b) 39 teaching units, including 27 self-instructional booklets, 10 tape units, and 2 sound filmstrips,

(c) 6 student record books, one for each topic area,

(d) 38 answer key cards,

(e) 1 classroom wall chart,

(f) 1 instructor's manual

These kits are to be ordered directly from the publisher:

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022
Attn: Dr. Alexander Platt

The lessons in the Modern Consumer Education Kits are color coded for ease of identification and cover the following 6 areas:

A. Food, Clothing, and Shelter (purple)

1) Best Food Buys: Good and bad buys in meats, vegetables, and other foods - and what to look for when you are shopping for food.

2) Food Planning: How to keep nutrition and costs in balance by planning in advance--making out a shopping list, using leftovers, planning menus.

2. COURSE CONTENT (continued)

3) Ready-to-Wear: A Unit on Women's Clothing. Planning a suitable wardrobe, selecting clothing that minimize individual figure problems, and judging size, fit, materials, and how well the clothing is made.

4) Suit Yourself. A Unit on Men's Clothing. Planning clothing needs, judging size, fit, materials, and how well clothing is made.

5) You and Your Landlord: Your rights and duties, and your landlord's rights and duties, if you rent.

6) A Home of Your Own: The economics and mechanics involved in buying and owning a house.

7) Tape A - A Place To Rent: Things to be aware of when you choose a place to rent.

B. Cars, Furniture, and Appliances (brown)

1) Checking Out a Used Car: How to spot trouble with a used car before you buy.

2) The Costs of Running a Car: How to plan for car expenses--gas and oil, insurance, repairs, and so on.

3) Car Insurance: How insurance can pay the bills if you have an automobile accident, or if your car is stolen or destroyed.

4) Furniture: How to pick good furniture and bedding--kinds of woods, joints, upholstery, and so on.

5) Appliances: Picking major appliances, such as refrigerators, stoves, and washers and what features to look for when you buy.

6) Tape B - Buying a New Car: How to choose a car with the features, style, and price that is best for you.

7) Tape C - In Need of Repairs: Tips on what to do to get good repair jobs for the lowest cost.

C. Protecting Family Health and Security (blue)

1) Health Insurance to Fit Your Needs: Insurance plans that pay your doctor bills and hospital bills.

2. COURSE CONTENT (continued)

2) If Anything Happens to Me: A Unit on Life Insurance. Different insurance plans that provide financial security for a family when the breadwinner dies.

3) Your Medicine Shelf: How to get the most for your money when you buy drugs and other items usually found in a drugstore.

4) Die Now, Pay Later: A Unit on Funerals: The things funeral directors charge you for, and how to keep funeral costs down.

5) Tape D - Regular Health Care: Different ways you may choose to get medical and dental care for you and your family.

6) Tape E - Medical Help- Fast: How to get medical help in an emergency, and how to save someone's life if he/she is bleeding badly or has stopped breathing.

7) Tape F - Quacks and Medical Frauds: Fake "doctors" who pretend to cure you, and how to spot them.

D. You and The Law (red)

1) Getting a Lawyer: The times when you need a lawyer, the places to go to find low-cost or regular legal help.

2) The Rights of an Arrested Person: What arrested persons should say and do, and how they should handle themselves.

3) Common Problems with Civil Law: Lawsuits and other legal problems--how they operate, and what to do if you are involved with them.

4) Contracts: What a typical credit contract means, and what you have agreed to if you sign this type of contract.

5) Tape G - Frauds: How to spot crooks and con artists who take your money and give you nothing in return.

E. Ways to Handle Money (green)

1) Different Ways to Pay for What you Buy: Cash, checks, charge accounts, money orders, and credit--what you need to know so you can decide which ways are best for you.

2) Figuring Credit Charges: How to find out what you're really paying when you buy on credit, and how to shop for the best credit deal.

E. Ways to Handle Money (green)(continued)

3) A Place to Keep Your Money: A Unit on Banking: Checking accounts, savings accounts, and bank loans--how they work, and how they help you manage your money.

4) Taking Out a Loan, Part 1: How a loan works, and how you pay for it.

5) Taking Out a Loan, Part 2: Loan papers you may have to sign, and what they mean--and where to shop for the best loan deal.

6) Tape H. Problems of Buying on Credit. The troubles you can get into when you buy on credit, and what to do about them.

F. Ways to Shop (mustard-yellow)

1) Number, Size , and Price. How to compare the prices of products that come in different sizes and quantities.

2) Guaranteed-Or Your Money Back: What to look for in a guarantee, and what it can do for you if you buy a product that doesn't work.

3) Coupons and Catalogs: Buying by Mail. How to use a mail-order catalog, and what to look out for if you buy by mail.

4) Sound Filmstrip I - And Now a Word from Our Sponsor: Advertising. How to spot different types of product ads--those that give no information and those that do; and the things to look for in store ads.

5) Sound Filmstrip J - The Language of Labels. Useful information you can get from the label of a product--size, quantity, quality, grades, directions for use, and so on.

6) Tape K - It Is the Policy of This Store.....The different kinds of stores and the different ways they sell you things.

7) Tape L - How to Deal with Salesmen. How to spot the tactics a salesperson, particularly a high-pressure salesperson, uses to get you to buy.

3. SCHEDULING

Most of the Grolier booklets are written at approximately Job Corps Graded Reading Level 4. Corpsmembers with reading skills below that level may use the cassettes and film lessons, or seek assistance in reading booklets of interest to them. The course is intended to meet individual corpsmember's needs and interests. Some group discussions can involve an entire class which has read or listened to a particular lesson, but many lessons most likely will be taken by only a few students at different times.

Every corpsmember should take the introductory lesson "Why Consumer Education." This cassette explains the purpose of the course and how students will use the materials. After completing the introductory lessons, corpsmembers should choose a minimum of two lessons from each group in order to complete the program. The reason for this diversification of topics is to expose corpsmembers to a wide range of consumer issues, yet allow them choice within each topic. Approximately 10 to 12 hours may be needed to complete the consumer education program, and completion should be noted on each student's MA Form 6-40, Corpsmember Profile Record. The sequence of lessons are unimportant unless the instructor is planning group activity. Corpsmembers should be encouraged to cover additional lessons.

An Instructor's Manual is included with the kit and should be consulted for detailed information on the use of the kit, the Student Record Books, and Answer Key Cards.

UNIT III: SUPPLEMENTAL SKILLS

1. UNDERSTANDING TAXES

As corpsmembers prepare to leave the center and enter the work world they should be aware that they will soon become taxpayers. They will be paying taxes of many types; sales taxes, luxury taxes, cigarette taxes, property taxes, transportation taxes, etc. But probably the largest tax that they will pay is the Federal income tax. Instructors should spend whatever time necessary to acquaint the corpsmembers with a basic knowledge of what taxes are and how they are paid to the government. The instructor does not need to elaborate too much about the intricacies of the tax system, but corpsmembers should understand the basic tax terminology and simple tax return forms.

Some corpsmembers may find it extremely difficult to understand the tax information and they may be unable to complete correctly the simple tax forms provided by the Government. The instructor may wish to inform all corpsmembers that there are agencies existing both under the auspices of the Internal Revenue Service (for free) and commercially (for a fee) which will assist them in preparing their tax forms.

Tax legislation is continually changing and new laws are passed annually. For this reason, we hesitate to include any detailed lesson plan for the instructor's use. Rather, the instructor should obtain the necessary teaching aids directly from the IRS. This would ensure that the information presented to corpsmembers is always pertinent and up-to-date.

Appendix III.1 of this manual contains a list of "understanding Taxes Coordinators." These are officials in each state who function as information sources for teachers. They have several publications for distribution which can serve as excellent training aids for conducting a tax course.

There are two IRS publications which may assist instructors:

1) "Understanding Taxes" - General Edition (Publication 21), which is a comprehensive publication that acquaints the student with a brief history of the U.S. tax system, a summary of the latest available Federal regulations, and a summary of general tax rules and instructions for preparing the simple income tax forms. The text includes problems for students to work out and sample tax forms 1040A and 1040.

2) The "Teacher's Guide" (Publication 19) contains background information on teaching materials, instruction objectives, sample lessons plans and questions to be used in the "Understanding Taxes" unit. This publication also contains enlargements of the tax forms and actual-size copies of the tax forms which can be reduced for distribution.

The student text and the Teacher's Guide can form the nucleus for a unit on taxes which can be expanded or abbreviated as the instructor decides. Many instructors may want to adapt the problems in the "Understanding Taxes" publications to make them more relevant to their particular class situations.

To further supplement the "Understanding Taxes" material there are 16mm movies available from the IRS District Training Officer in your area. These are "Money Talks", which gives a brief history of taxation; "1040", which follows an actual return through the filing process; and "Tax Rock", which takes a modern look at the IRS. The approximate running time of each film is twenty minutes.

2. UNDERSTANDING UNIONS

Many of the jobs for which corpsmembers will receive training will require them eventually to join a labor union, as a requisite of employment. It is therefore useful to instruct corpsmembers about the function of unions in the labor force. Several class periods should be devoted to this purpose.

Appendix III.2 of this Handbook contains an article called What About Unions, which instructors might find useful as a teaching aid.

The instructor is encouraged to duplicate this information for distribution to corpsmembers. The instructor might read the paper in class so that corpsmembers with low reading skills can also understand the paper's content.

Additionally, in Appendix III.3, there is a list of vocabulary words from the work world as they relate to unions. These words can serve as a useful focal point around which the instructor can plan lessons and stimulate class discussions.

Instructors also might find that supplemental material is available locally. The local labor unions should be contacted and asked for information. They are often willing to provide pamphlets, books and films which serve to describe the union's purpose. Additionally, many of them may be willing to send labor representatives who can deliver lectures and conduct discussions pertinent to the union which they represent.

3. THE USE OF THE TELEPHONE

In today's modern world, the telephone plays a more important role than ever. Years ago, a great deal of business and domestic correspondence was conducted by the mail, or by long, sometimes tedious trips. Now, with advanced technology, a person can pick up a telephone and in seconds be speaking with someone thousands of miles away. Since the telephone is of such paramount importance in current communications, it is vital for corpsmembers to understand its use and its role in today's world. For this reason, it is suggested that a unit on the use of the telephone be presented to corpsmembers.

This unit should employ role playing techniques as a method of instruction. Real telephones can be made available and by speaking to each other, corpsmembers can practice the tact, diplomacy and courtesy which should be used whenever the telephone is employed. Corpsmembers could make sample calls of all types, inquiring about job information, housing, sale items, etc., and they could evaluate each others' performance in handling the conversation.

It should be emphasized to corpsmembers that the telephone is more than a useful tool. Through it, they will reflect personality; they should remember that first impressions are usually lasting ones.

Recognizing the vital role that the telephone plays in today's society, the telephone companies have expended a great deal of time and energy producing instructional materials which are designed to develop both the mechanical skills for using the telephone instrument and the communication skills for making the message effective.

To obtain films, training manuals and telephone training equipment, the center should contact the Traffic Business Services Group of their local telephone company.

4. USE OF THE NEWSPAPER

The newspaper is one of the greatest sources of job information available. The text is always pertinent, current, and within easy reach no matter which city one is in. Although newspapers are not always organized in the same manner, job listings are usually found in the help wanted columns of the classified section at the rear of the paper. To find out where this is, corpsmembers need only look at the index on the front page under "classified".

Many papers will contain an index to classifications. This index will indicate which part of the classified section contains the appropriate subheading. Where there is no index to classifications, job listings may be found under "help wanted" or "jobs offered." One can also look under the specific job title desired, e.g., accounting or clerical to find job listings.

Corpsmembers should be informed that these advertisements will be written in an abbreviated form. They should understand that this is done to save space and money, and that, despite its confusing appearance, it can be easily understood. Class time should be devoted to teaching corpsmembers what the commonly used abbreviations mean. If several newspapers are kept on center, corpsmembers can spend time studying them to gain experience in locating ads which relate especially to their own future trade and other interests.

It is important that corpsmembers understand the general uniformity of the layout of newspapers throughout the country for many of them will eventually be seeking employment for themselves without the aid of a placement agency.

Appendix III.4 contains the definitions of abbreviations common to newspaper terminology. The instructor may choose to duplicate this information and pass it on to corpsmembers so that they may keep a reference copy to use when they look up advertisements on their own.

Abbreviations related to finding an apartment, buying a car, furniture, clothes, etc. are also included in this appendix with the idea that corpsmembers will need to understand these terms when they enter the working world.

5. TELLING TIME

Experience has shown that some corpsmembers enter the Job Corps without a full comprehension of the concept of time, or the basic ability to tell time. This latter disability can prove to be extremely detrimental when the corpsmembers enter the work world and discover that they must keep appointments, work on a time schedule and plan their lives to fulfill the time requirements of a job. Consequently, the instructors should administer some sort of diagnostic test to entering corpsmembers to test their ability to tell time. This may be a simple test in which the instructor uses a standard wall clock and merely adjusts the hands to varying times.

Many corpsmembers can be tested at one time if they are told to write their answers down for the instructor or a class assistant to check later. The same test could also be used to test the corpsmember's ability to use the alarm device of the clock.

Instructors should provide or arrange for special tutoring for corpsmembers who prove to be unable to tell time. Repetition and practice will quickly enable most corpsmembers to acquire this important skill.

UNIT IV: EXIT READINESS PROGRAM

1. PURPOSE

As a final part of the World of Work Program, each center should have an Exit Readiness Program. This unit should begin at least forty-five days prior to a corpsmember's termination. The purpose of this final unit is to summarize and reinforce the skills learned in the various units of the World of Work Program, so that the corpsmembers can more successfully make the transition from the center to the community. To fulfill this purpose, the content of the Exit Readiness Program should focus on reiterating the skills which the corpsmembers have already learned.

2. COURSE CONTENT

The initial task should be the preparation of a resume' or personal fact sheet. By compiling this, corpsmembers may be able to understand their own abilities better and the abilities required by the trade in which they desire employment.

Once the corpsmembers have determined what their own skills are and which jobs they are interested in and prepared for, they then begin the job search. Having already completed the unit in the World of Work on newspapers, the corpsmembers should be prepared to examine the classified ads for jobs in their specific vocation and they should be able to make a list of at least five different prospective employers. For this purpose, the instructors should have on hand several newspapers from different areas.

The corpsmembers should also be reminded of the different placement agencies which exist to help secure employment for people, including the State employment service, private employment agencies, and hiring halls for union members. The corpsmembers should understand the distinctions between these agencies and the differences in the services which they provide. It might be beneficial to ask representatives from these different organizations to come and address the corpsmembers. Once the corpsmembers are clear about the various means they can use to seek employment, they may then review the procedures previously covered in the World of Work Program.

Corpsmembers and instructors should conduct role playing sessions in which corpsmembers fill out sample application forms, participate in simulated interviews, and thus review all of the requisites that they have covered for getting a job. The importance of good conduct, punctuality, appropriate dress and a positive attitude should be stressed strongly.

In conducting these role playing sessions, it would be beneficial for the corpsmembers to act out both the role of the interviewer and that of the

prospective employee. This would enable the corpsmembers to see the interview from both sides. Appendix IV I contains sample interview questions and sample checklists which can be used by the corpsmembers in critiquing one another.

Application forms for corpsmembers to practice filling-out may be obtained from various industries. The instructor may wish to obtain a file of sample application forms representing the different trades offered on center. Most industries will be more than happy to provide any materials the instructor may need.

Once the corpsmembers have demonstrated an ability to fill out application forms and interview successfully, there should be class discussions covering the practices and attitudes necessary for success on the job. The instructor may choose to conduct this review in the form of role playing sessions in which the corpsmembers act out different on-the-job situations.

Before the corpsmembers leave the center it is important for them to review the topics which have been covered in Consumer Education, because a good understanding of these skills will make their transition from the center to the community easier.

It is especially essential to review all topics relating to wages. The corpsmembers should understand all of the deductions which will or may be made from their base pay such as Federal income tax, state tax, FICA, union dues, insurance retirement plan, stock plan or savings bonds. They will find that after these deductions their take home pay is reduced by as much as twenty-five to thirty percent. In order to be able to plan a budget successfully, they must take these deductions into account, and think in terms of take-home pay.

Corpsmembers should be informed about unemployment insurance; its benefits; eligiblity requirements; application procedures; and duration or payments to unemployed workers.

Corpsmembers may be employed in occupations with inherent periods of unemployment. For instance, some of the construction trades may be seasonal due to weather conditions. Unemployment may also exist when contracts are completed and employment is temporarily halted. During periods of economic slowdown, individuals in all industries are subject to lay-offs or termination.

All states have unemployment insurance programs. However, because states have direct responsibility for establishing and operating these programs themselves, the programs differ within each state. It is advisable to contact the appropriate State unemployment insurance agencies to obtain specific information as it applies to probable employment locations of corpsmembers. Local offices of the State employment service and of the State unemployment insurance service are

recommended sources for gathering this material. Instructors may wish to get a general overview of the various programs by obtaining a publication entitled "Unemployment Insurance in the United States" from the Government Printing Office ($1.50). In addition, centers may wish to arrange for qualified speakers from local offices to explain the program technicalities to the corpsmembers.

Centers may wish to expand this Exit Readiness Program to include other activities relating to the exit process.

For instance, corpsmembers should be informed as to what to expect in terms of administrative paperwork (i.e. Federal, State and local tax forms; selection of health insurance plans) required by the personnel departments of their prospective employers. Additionally, corpsmembers should be informed of any special requirements which will be expected of them during their employment, (such as licenses, health certificates, operation of time clocks, tools or special clothing).

APPENDIX I.0

Student Performance Record for World of Work

Student's Name:_____ Instructor's Name:_____

Date Entered: _____ Date Completed: _____

UNIT AND ITEM: SUCCESSFUL COMPLETION DATE:

I GETTING AND KEEPING A JOB

World of Work I: On the Job:

A) NEW ON THE JOB (Red Tapes)

1. The First Few Days ..... _____
2. Getting Help and Information..... _____
3. My Man, My Creep..... _____
4. Too Much Talk..... _____

B) DEALING WITH SUPERVISORS (Blue Tapes)

5. Don't Blow Your Cool..... _____
6. The Magic Words That Get You Fired..... _____
7. Excuses..... _____
8. Supervisors Are Human Too..... _____

C) THE RULES OF THE GAME (Green Tapes)

9. Money, Money, Money..... _____
10. Company Rules and Company Customs..... _____
11. Stick Up for Your Rights..... _____

D) MOVING UP OR OUT (Purple Tapes)

12. Promotions..... _____
13. Giving Notice..... _____
14. The Fast Exit..... _____

UNIT AND ITEM:

The World of Work II: Getting A Job:

A) GENERAL SKILLS (Blue Tapes)

1. Contacting Job Interviewers..... _____
2. The Agency Interview..... _____
3. Words You Must Learn..... _____
4. What You Need to Know to Fill Out Application Forms..... _____

B. INTERPERSONAL SKILLS (Red Tapes)

5. Making A Good Impression..... _____
6. Selling Yourself..... _____
7. The Positive Approach..... _____
8. Handling Difficult Questions..... _____
9. The Wrap-Up..... _____

II CONSUMER EDUCATION

Introductory Tape: Why Consumer Education

A. FOOD, CLOTHING, AND SHELTER (Purple)

1. Best Food Buys..... _____
2. Food Planning..... _____
3. Ready-to-Wear: A Unit on Women's Clothing _____
4. Suit Yourself: A Unit on Men's Clothing..... _____
5. You and Your Landlord..... _____
6. A Home of Your Own..... _____
7. Tape A: A Place to Rent..... _____

B. CARS, FURNITURE, AND APPLIANCES (Brown)

1. Checking Out A Used Car..... _____
2. The Costs of Running A Car..... _____
3. Car Insurance..... _____
4. Furniture..... _____
5. Appliances..... _____
6. Tape B: Buying A New Car..... _____
7. Tape C: In Need of Repairs..... _____

C. PROTECTING FAMILY HEALTH AND SECURITY (Blue)

1. Health Insurance to Fit Your Needs..... _____
2. If Anything Happens to Me..... _____
3. Your Medicine Shelf..... _____
4. Die Now, Pay Later..... _____
5. Tape D: Regular Health Care..... _____
6. Tape E: Medical Help Fast!..... _____
7. Tape F: Quacks and Medical Frauds..... _____

D. YOU AND THE LAW (Red)

1. Getting A Lawyer..... _____
2. The Rights of an Arrested Person..... _____
3. Common Problems With Civil Law..... _____
4. Contracts..... _____
5. Tape G: Frauds..... _____

E. WAYS TO HANDLE MONEY (Green)

1. Different Ways to Pay for What You Buy..... _____
2. Figuring Credit Charges..... _____
3. A Place to Keep Your Money..... _____
4. Taking Out A Loan, Part 1..... _____
5. Taking Out A Loan, Part 2..... _____
6. Tape H: Problems of Buying On Credit..... _____

F. WAY TO SHOP (Mustard-yellow)

1. Number, Size and Price..... _____
2. Guaranteed Or Your Money Back..... _____
3. Coupons and Catalogs..... _____
4. Sound Filmstrip I: And Now A Word From Our Sponsor..... _____
5. Sound Filmstrip J: The Language of Labels..... _____
6. Tape K: It Is the Policy of This Store..... _____
7. Tape L: How to Deal with Salesmen..... _____

III. SUPPLEMENTAL SKILLS

A. TAXES

1. Understanding of Federal Income Tax..... _____
2. Complete Standard Form 1040..... _____

B. UNIONS

1. Understands Functions of Unions..... _____

C. TELEPHONE

1. Mechanical Skills..... _____
2. Communication Skills..... _____

D. NEWSPAPERS

1. Can Use newspapers to locate jobs and services..... _____

E. TELLING TIME

1. Can correctly tell time..... _____

IV EXIT READINESS PROGRAM

A. TASKS

1. Prepare resume' or Personal Fact Sheet..... _____
2. List of Prospective Employers..... _____
3. Understanding various Employment Agencies _____
4. Three Interviews: Role-played or actual..... _____
5. Sample Application Forms..... _____
6. Review of Practices and Attitudes on the Job..... _____
7. Review of Consumer Education..... _____
8. Review of Payroll Deductions..... _____
9. Review of Unemployment Insurance..... _____

APPENDIX I.1

Resource List for World of Work

A. PUBLICATIONS:

1. Getting A Job; Randall, Florence (1968)
2. Going Places with Your Personality; Kahn, Tong, Jew both
   available from: Lear Siegler Inc./Fearon Pub.
   6 Davis Drive
   Belmont, California 94002
   (415) 592-7810

3. Paycheck; Accent/Jobs (1974)
4. Keeping that Job; Accent/World of Work
5. You and Your Pay; Accent/World of Work (1967)
6. Accent/Consumer Education Series
   all available from: Follett Publishing Co.
   1010 W. Washington Blvd.
   Chicago, Illinois 60607
   (312) 666-5858

7. The World of Work; Koshnick, Kay
   available from: New Readers Press
   1320 Jamesville Ave.
   Syracuse, New York 13210
   (315) 476-2131

8. How to Get A Job; Stone, Elna
9. How to Choose Your Work; Stone, Elna
   both available from: Benziger, Bruce, and Glencoe Inc.
   8701 Wilshire Blvd.
   Beverly Hills, California 90211
   (213) 657-4800

10. Publications of the U.S. Department of Labor, Subject Listing
    January 1969 to June 1974
    available from: U.S.D.O.L.
    Office of Information
    Rm. 1036
    Washington, D.C. 20210

11. Techniques for Securing a Job; Manne, Burke, and Flournoy-
    available from: Career Education Center
    2116 W. Chesnut Street
    Santa Ana, California 92703
    (714) 541-3327

12. Forms in Your Future
Newspaper Workshop: Understanding Your Newspaper
All in a Day's Work
Vocational English
English on the Job
all available from: Globe Book Co. Inc.
175 5th Avenue
New York, New York 10010
(212) 777-4141

B. FILMSTRIPS:

Two kits entitled "The A.B.C.'s of Getting and Keeping A Job" and "Its Your Future" are available from: Eye Gate House
146-01 Archer Avenue
Jamaica, New York 11435
(212) 291-9100

"The A.B.C.'s of Getting and Keeping a Job" consists of 8 filmstrips, four cassettes, and a teacher's manual. The eight filmstrips as titled are:

1) The A.B.C.'s of getting and keeping a job
2) Preparing for the Job You Want
3) Applying for the Job You Want
4) On the Job
5) Budgeting Your Money
6) Labor Unions
7) Health Rules to Follow
8) Quizstrip

"Its Your Future" consists of four filmstrips, two cassettes, and a teacher's manual.

1) A Look at the Future
2) In Training
3) Seeing the Whole Picture
4) Know-How and Your Future

APPENDIX I.2

The Reading Level System of Job Corps Instructional Materials

All instructional materials that corpsmembers must read are classified according to their reading difficulty. This has been done with the intention of making it unlikely that corpsmembers will ever be asked to read something that is too hard and thereby become discouraged. The reading difficulty classifications--Reading Levels--are important not only for the reading program but also for other areas such as mathematics, vocational training, language skills, and especially in the World of Work.

The Job Corps Reading Level System rates reading matter on a nine point scale going from 1 (easy) to 9 (hard). The rating is based upon a combination of the following factors: sentence length, number of one syllable words, length of the selection, and vocabulary.

It is important to note that the Job Corps Reading Level does not refer to a Grade Level, as do some reading difficulty scales. Rather, it is an entirely arbitrary scale. It is possible, however, to give an approximate Grade Level equivalent for the Job Corps Levels. The table below gives this information.

Job Corps Reading Level	Approximate Grade Level*
1	3.5-3.9
2	4.0-4.4
3	4.5-4.9
4	5.0-5.4
5	5.5-5.9
6	6.0-6.4
7	6.5-6.9
8	7.0-7.4
9	7.5 and above

*As determined by the Dale-Chall or Flesch "readability" measures. These figures have only a very approximate relationship to actual grade-levels of school reading achievement.

The amount of difference in difficulty between adjacent levels is small.

Readability Calculation Work Sheet

Name of Book _____ I D No. _____

Author _____

Publisher _____

Carry out the following calculations in the order indicated.

(A) Number of words ..... Record the count here: _____
Count off about 100 words, stopping at the end of the first complete sentence after 100.

(B) Number of One Syllable Words ..... Record the count here: _____
Count the number of one syllable words contained in count (A).

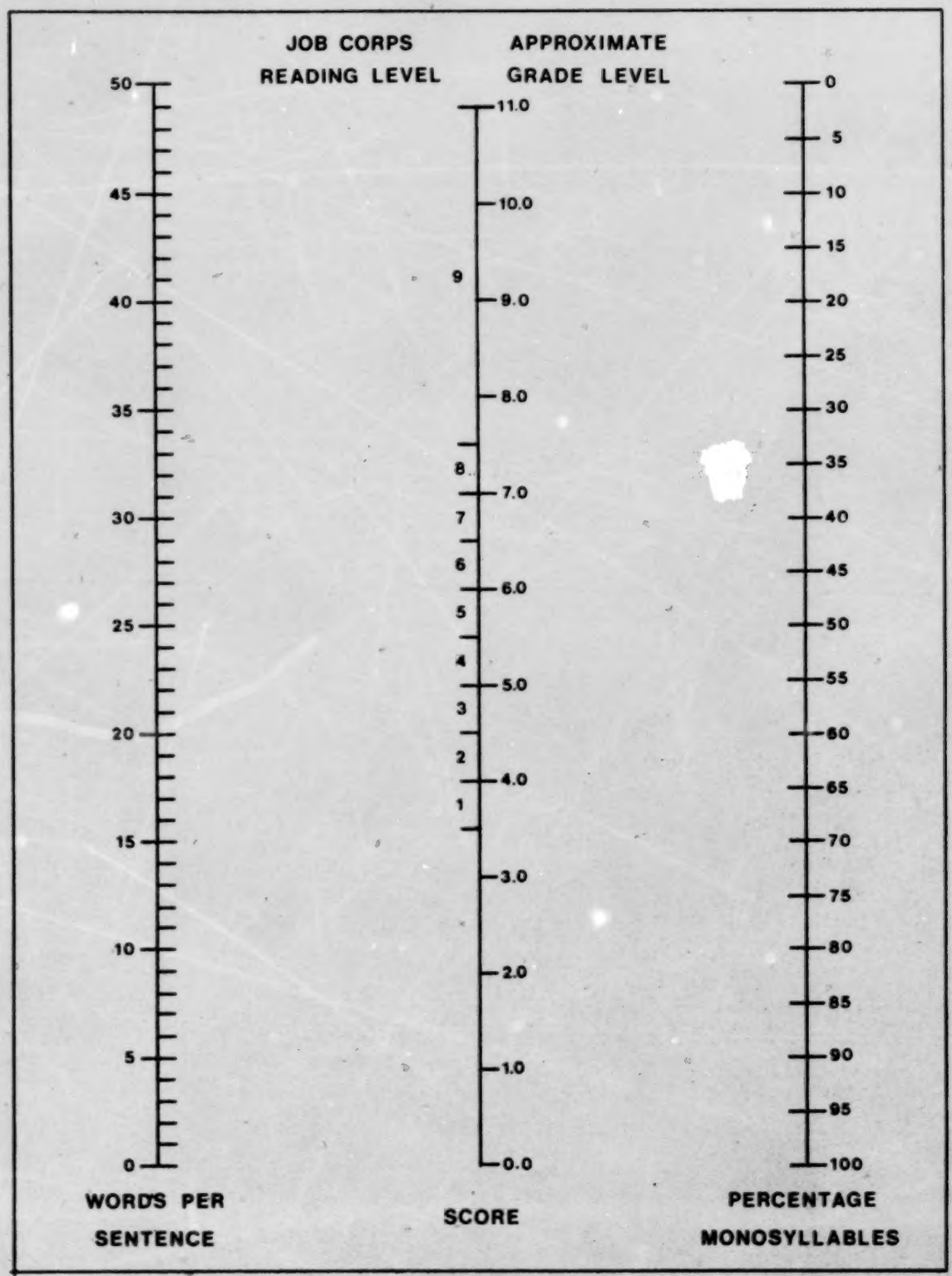
(C) Number of Sentences ..... Record the count here: _____

(D) Words per Sentence
Divide count (A) by count (C). $\frac{\text{(A)}}{\text{(C)}}$ _____ = _____, result (D)

(E) Percentage One Syllable Words
Divide count (B) by count (A) and multiply times 100. $\frac{\text{(B)}}{\text{(A)}}$ _____ = _____, result (E)

Use the Chart for Calculating Readability to find the readability score that corresponds to the results computed in (D) and (E), above. Find the number entered as result (D), above, on column D, words per sentence, on the Chart. Find the number entered as result (E), above, on column E, percentage one syllable words, on the Chart. To find the corresponding readability score, lay a ruler across the chart from the number on D to the number on E. The readability score, stated in terms of a grade level, can be read where the ruler crosses column R, readability score.

(R) Resulting Readability _____.


JOB CORPS
READING LEVEL
APPROXIMATE
GRADE LEVEL
50
45
40
35
30
25
20
15
10
5
0
WORDS PER
SENTENCE
11.0
10.0
9
9.0
8.0
8
7.0
7
6
6.0
5
4
5.0
3
2
4.0
1
3.0
2.0
1.0
0.0
SCORE
0
5
10
15
20
25
30
35
40
45
50
55
60
65
70
75
80
85
90
95
100
PERCENTAGE
MONOSYLLABLES

APPENDIX I.3: LEADING CLASS DISCUSSIONS

1. What is Small Group Discussion?

Small group discussion occurs when a staff member sits down to talk with a small number of corpsmembers. Properly conducted, such discussions provide the opportunity for corpsmembers to talk things over without fear. They are not face-to-face with one adult, a situation which may seem threatening. The similarity of the discussion group to an informal social group fosters free expression. On the other hand, the corpsmembers are not alone with a gang of friends. A staff member, as group leader, keeps the discussion moving in a constructive direction. Attitudes can be changed in small group discussion. An opinion that finds no support with fellow corpsmembers will not last. Commitment to new behaviors may be made, and may stick, in group discussion because the commitment is made among fellow corpsmembers.

The guidelines that follow are designed to enable the World of Work instructor to lead small group discussions effectively.

2. How to Arrange a Small Group Discussion

A small group discussion is informal. Everyone has a chance to talk. You can set up the room to facilitate this:

(a) Limit the group to about fifteen.

Too large a group makes it difficult for every corpsmember to have their say. The presence of too many people may inhibit honesty. Unmanageable subgroups may form.

(b) Arrange the seats in a circle.

A circular seating arrangement makes it difficult to withdraw into a subgroup. Everyone who talks can see, and be seen by, the whole group. It makes group members feel responsible for listening and contributing. Each group member feels like an equal. The difference between the instructor and the other members of the group is minimized.

(c) Sit down with the group.

Take a seat when you lead discussions, but don't take the same seat every time you meet. This will make you more a member of the group. Many corpsmembers have had negative experiences with people in authority. The less you resemble these feared people, the more freely the corpsmembers will talk.

3. How to Start a Small Group Discussion

Each member of the group must feel free to speak up when he/she has something to say. An easy informality is the ideal atmosphere for effective discussion.

(a) Make it easy to learn names

Give out a name card to each group member. Have each corpsmember introduce themself. Make sure you know how to pronounce each name.

(b) Describe the advantages of group discussion.

Corpsmembers can understand what they learn in World of Work as it applies to their own lives. They can discuss their ideas about working. They can learn to make themselves understood. They can learn to speak easily in front of others. They can learn more about themselves and make wiser work choices.

(c) Describe the rules of group discussion.

Everybody has a fair chance to be heard. All opinions are acceptable in the discussion. Since the group's topics are not open-and-shut issues, many opinions will be valuable.

(d) Bring up the subject for the day.

Small group discussions are recommended in many places in the curriculum. It is suggested that the instructor take a controversial topic from recent classwork to begin the discussion. Ask for personal experiences. Tell of a personal experience of your own.

4. How to Lead a Worthwhile Discussion

A small group discussion can be very constructive. Group members may change their attitudes in ways that are very meaningful for them. Much of the success of the discussion depends on the group leader encouraging each member of the group.

(a) Give each statement equal weight.

Pay attention to each opinion, regardless of whose it is. Give no indication that one opinion is better than another, or you will have left the loser out.

(b) Leave your own opinion out.

Don't block communication by expressing your own thought; this could prevent the group from expressing themselves. Do not preach or moralize.

(c) Do not evaluate opinions.

You are a leader, not a judge. Restate opinions, do not comment on them. Encourage the group to act as evaluator.

5. General Group Leadership Techniques

Small group discussions must be led, but the leader can not use direct control. You must lead indirectly. Here are some useful techniques that can help you lead the discussion without dominating the group.

(a) Help the group to establish objective.

Always refer to the topic of the day at the beginning of a session. Make sure the group members state what the topic means to them. Help the group to set its goals in light of these meanings.

(b) Use silence.

Some discussions are difficult to get started and keep going, and leaders sometimes get nervous and jump in, asking questions too soon. They shouldn't! If the leaders sit quietly after their introductory remarks, a group member will eventually break the ice. Remember that the leaders shall make the corpsmembers responsible for the discussion.

(c) Ask topical questions.

If it seems absolutely necessary to get or keep discussion going, the leader can ask the group questions about the discussion topic. This should not be a regular practice, but a last resort. The questions in the Discussion Tapes are for the leader's guidance, but they may be asked of the group, if necessary. However, the leader should avoid questioning too forcefully. No third degree! It will kill discussion.

(d) Reflect and deflect questions.

Group members will often try to put the leaders in a position of authority. They try to make the leaders give "right" answers, rather than work out the answers within the group. The leaders should avoid being trapped. They can reflect questions:

Joe: When I talk to Sam I can't seem to make him see my point of view. How come?

Leader: You can't seem to get your point across to Sam.

It seems to bother you because Sam can't see your point.

He can also deflect questions:

Joe: What's the best way to get a job as a salesman?

Leader: Do you have any ideas, Joe?

or

Does the group have any suggestions?

By reflecting and deflecting questions, the leader gives the group members the responsibility for coming up with answers.

(e) Help the group speak to the point.

Sometimes group members seem confused and wander from the objectives of a topic. When they are talking around, rather than to, a point, the leader must bring them to the point. This is best done indirectly. For example:

Paul: I think the best reason to go to school is to be able to make more money.

Bill: I saw the other day that high school graduates make $100,000 more than drop-outs in their lifetime.

Joe: There's a good job waiting for me if I pass the GED.

Leader: All of you, then, see the reason for school or learning as getting more money. You want a better job and more money.

(f) Clarify statements.

When a group member makes a statement that is vague or complicated, the leaders should help clarify the statement. Their response should start with:

"You mean then ..."

or

"Do you mean ... "

The leaders should not hurry to intrude or give the impression of judging. They are trying to help.

(g) Summarize the discussion.

At points in the discussion when objectives have been met, the leader should sum up the discussion so that all the group members see what has been accomplished. These summaries should highlight gaps in the achievement of objectives and be open enough so that the group can go on with new parts of the discussion topic.

6. Special Group Discussion Techniques

Small group discussions can be varied by occasional use of special techniques. These techniques break-up the routine of discussion and provide special emphasis for particular topics.

(a) Use "buzz groups"

These are issues on which you would like to get a quick opinion. Form groups of three or four corpsmembers each for this. Each small subgroup leader then states that opinion to the group at large. Discussion follows.

(b) Lead role-playing

Some topics are learned from books, but involve dealing with others. It is both educationally right and enjoyable to act these new knowledges out in role-playing sessions. Ask for volunteers. Describe their role to them. Let them act the scene out. Reverse their roles for a shock effect when it is valuable. Afterward, ask the rest of the group for discussion.

(c) Allow time for brainstorming

Brainstorming means getting all thoughts on a subject down on paper as quickly as possible. Appoint someone to take notes. Encourage the group members to say anything on the topic under discussion. Anything goes in brainstorming with the exception of criticism. After the brainstorming session, the ideas may be discussed and refined.

(d) Use a tape recorder.

Opinions sound different when they are played back. Explain that the tape belongs to the group. Have a discussion. Play the discussion back to the group. Ask for comments.

7. Evaluation of Corpsmember Participation

Evaluating the quality of the statements made by a corpsmember in group discussion can destroy the discussion. The leader must not judge the "right" or "wrong" qualities of statements, because the corpsmembers will stop speaking. The leader should do no more than judge to what extent a corpsmember has really participated in a discussion and has come to grips with the topic and its problems.

(a) When the corpsmember participates:

Corpsmember participation in a group discussion will be shown by paying attention to the objectives of the discussion and by contribution of remarks and questions that lead to the attainment of the objectives. Lack of participation will be shown by behaviors that do not relate to discussion objectives, such as irrelevant argument, wisecracks, day-dreaming, sullen silence, or work on other tasks during a discussion. Corpsmembers should be judged to have participated if the greater part of their behavior during the discussion has contributed to reaching the objectives of the discussion and has not interfered with reaching them. If the leader believes that a corpsmember has taken an active part in a discussion, the corpsmember should be given praise.

(b) When the corpsmember may, or may not, have participated:

Corpsmembers will sometimes not show clearly that they have taken part in a discussion. They may just sit quietly, following the discussion, but make no open contribution to it. In fact, this behavior may indicate participation. The corpsmembers may not feel free to speak openly on every topic or in every discussion, but may follow the discussion and participate actively, if not verbally.

If the leaders are not sure that a corpsmember has participated, they should approach the corpsmember after the discussion and ask what they have gained from the discussion. They should ask just enough questions to be sure of the corpsmember participation. They should encourage the corpsmember to make open contributions, but they should give credit for participation even if it is not given openly.

(c) When the corpsmember does not participate:

If the leaders are convinced that a corpsmember has not participated, they may discuss this with him/her. The corpsmember should be told exactly what it was that the leaders found wrong. Care should also be taken to highlight the things that were done right and the corpsmember should understand the difference in the acceptable behavior and the unacceptable. The corpsmember should be encouraged to participate in future discussions and to behave in the manner that is considered acceptable.

APPENDIX I.4

Active Listening and Congruent Sending

1. ACTIVE LISTENING

Doing an effective job of listening to corpsmembers involves understanding logic of feeling communication.

Content Messages and Relationship Messages

Communication involves both content and relationship. Content is understanding the subject matter that a person is stating. But the relationship message always concerns the question: "How much does the other person value me?"

For example: When corpsmembers are "told" to do something they may resist, even though they may not find the task objectionable. The content message is: "Do this task." The relationship message is: "I am more powerful than you and you must do what I want you to do." Although corpsmembers may not resist the task, they will frequently resist being in a lesser, "one-down," position.

The complaint: "You don't understand me," is a good example of a relationship message. The bewildered staff person is certain that he understands the corpsmember's point of view; but the corpsmember's message is: "You don't really accept and value my feelings."

Understanding the relationship message is central to listening because how you listen communicates to corpsmembers how you value their feelings. There are a number of ways of listening (some are listed below) which indicate to corpsmembers that you think it is wrong, or foolish for them to have their feelings. But the role is: accept me, accept my feelings. When you don't accept corpsmember's feelings, you are telling them that you don't entirely accept them.

It is very important, though, to distinguish between accepting feelings and agreeing with feelings. When you accept a feeling, you acknowledge that you understand how the individual is feeling and that it is all right for him/her to be feeling whatever is being felt.

When you agree, you add your personal judgment about the feeling. You are not merely accepting the feeling; you are evaluating it.

ACCEPTANCE:	Corpsmember	--	"Things are really bad."
	Staff	--	"You're feeling pretty discouraged."
AGREEMENT:	Corpsmember	--	"Things are really bad."
	Staff	--	"I'd feel pretty discouraged too."

The effects of acceptance and agreement are very different.

Agreement may reinforce corpsmembers' feelings (if they were discouraged before, now they are really discouraged), or it may create resistance. The corpsmember may find it threatening to have you agree and become defensive because your agreement may imply that they are weak or not able to cope with the situation. Or the corpsmember may simply react to the relationship message: "I am a person who can pass judgment on your feelings."

Acceptance, on the other hand, allows corpsmembers either to elaborate on their feelings or change them if they choose. Feelings are like water trying to get through a narrow tube. Any resistance or judgment constricts the tube and the water pressure builds and builds until it forces its way out somewhere. Acceptance creates the opportunity for easy passage, and with less constriction, people flow evenly from one feeling to another--feeling discouraged one minute, happy the next.

The "Presenting Problem"

Creating an accepting atmosphere which allows corpsmembers to express their feelings comfortably is significant because most people begin their communication with a "presenting problem." A "presenting problem" is an opener, a problem presented to the other person to test their acceptance. If the "presenting problem" is accepted, then deeper feelings may be shared. A typical example might be a corpsmember saying: "The teachers pick on me." If the staff member tries to talk the corpsmember out of this feeling, the corpsmember will defend the opening remark, sometimes furiously. If the remark is accepted as the way the corpsmember feels (regardless of justification), he/she will likely begin to open up and might end up sharing some deeper feeling such as anxiety about success in studies, or fear about the future.

Non-Accepting Responses

In order to provide an opportunity for corpsmembers to go beyond "presenting problems," it is important to know that many typical ways of responding to feelings communicate non-acceptance and run risks of closing off this sharing of feelings or may fix the conversation at the level of the "presenting problem."

Following are examples of different types of high-risk responses to a typical corpsmember's feeling:

CORPSMEMBER'S MESSAGE	HIGH-RISK RESPONSES
Corpsmembers on center three weeks:	
I think I should go home. I don't like it here. My mother's sick, and I'm not learning anything. I think I just better go home."	"GIVING SOLUTIONS: (Ordering warning, advising) "I suggest you stay for three months and see how you feel then." EVALUATION: Positive (Praising, Agreeing)-

"But you're doing so well. You've really made a great start."

INSTRUCTING: (Giving information, facts)-

"You know what kind of job you're going to get if you go home now." If you stay here----------"

SYMPATHIZING: (Sympathy, Reassurance)-

"Most corpsmembers feel that way when they first get here. You'll feel better after you've been here awhile."

PROBING: (Questioning, Interrogation)-

"Are you having trouble in school?"

ANALYZING: (Analyzing, Interpreting, Disagreeing)-

"You're just feeling homesick."

HUMORING: (Joking, Judging, Diverting)-

"If those were all the problems I had, I'd be a happy man."

Following are some of the relationship messages and some of the risks in these kinds of messages. The word "risk" is important: it is not true that any of these responses are wrong, but rather that they run high risks which should be understood when using them.

MESSAGE:	RISK:
GIVING SOLUTIONS	1. Corpsmember may feel patronized.
"Here is a solution so you won't feel that way. It's not all right to feel that way."	2. Corpsmember may feel you are trying to direct his or her behavior.
	3. Discussion may be limited to evaluating solutions, rather than sharing deeper feelings.

EVALUATION - POSITIVE

"It's really strange that you should feel that way."

1. Corpsmember may feel manipulated, "bought off" with praise.
2. Corpsmember may resist any evaluation; people who evaluate positively feel they are in a position to evaluate negatively.

NEGATIVE

"Wrong for you to have that feeling."

1. Corpsmember will feel judged and may stop communication.
2. Corpsmember may defend statement and share no deeper feelings.

INSTRUCTING

"Here is some information that shows you should feel differently."

1. Corpsmember may feel patronized.
2. When corpsmember is upset the facts seem irrelevant, and so does the person who tells him or her facts.
3. You end up discussing facts instead of feelings.

SYMPATHIZING

"You'll be over that feeling soon."

1. Corpsmember may feel patronized, or that his or her feelings are being minimized.
2. Sympathy may communicate weakness to the corpsmember.

PROBING

"Why are you feeling that way? What are the real reasons?"

1. Questions could make corpsmember feel he/she has to justify these feelings; corpsmember may feel put on the spot.
2. Your questions may lead corpsmember away from his/her feelings to what you think is the problem.

INTERPRETING	
"Here's why you feel that way."	1. The interpretation may be perceived as an accusation or evaluation of corpsmember's feelings. 2. Even if correct, interpretation may produce defensiveness.
HUMORING	
"Your feelings aren't that important."	1. The corpsmember may feel his/her feelings are being minimized. 2. Not dealing with the feelings may give the corpsmember a feeling of being powerful.

Communicating Acceptance

A major method for speaking a "language of acceptance"was developed by Dr. Carl Rogers, and consists of "feeding back"--telling corpsmembers the "feeling" message that you understood from their message. This skill requires being able to distinguish between the verbal content of a message, and the feeling message within it.

Example:

"I'm never going to try in that teacher's class ever again."

Feeling Message: "I'm angry, upset, hurt."

Feedback: "You're pretty upset with that teacher."

Using this technique you will often find that corpsmembers are able to work out their own problems. Typically, the feedback will encourage them to share deeper feelings and then begin to generate solutions to their own problems. You serve as a sounding board, but you don't accept responsibility for solving their problems. In this way, corpsmembers do not become dependent on you, but develop their own problem-solving skills.

Feelings and Behavior

The "feedback" method communicates acceptance of feelings and may assist corpsmembers in generating solutions to their problems. But even when you understand and accept corpsmember's feelings, there remains the problem of how they are going to act--what they are going to do about their feelings. Acceptance is based on the premise that it is acceptable to feel anything, but once you have identified your feelings, you must make a responsible choice about what behavior will result. While feelings "happen" behavior is the result of decisions.

Conclusions

Acceptance of feelings is a powerful tool in communicating to corpsmembers that you value them. "Feed-back" not only accepts their feelings but also encourages them to develop their own problem-solving skills. Once the feelings are understood and accepted, both the corpsmember and the counselor can now focus on performance.

2. CONGRUENT SENDING

Often when there is a conflict between ourselves and a corpsmember, we say there is a "communication problem". Sometimes this glosses over genuine and basic differences, but it is true that many ways we communicate to corpsmembers do create unnecessary barriers and defensiveness. While we cannot control how a corpsmember reads us, we can send our feeling messages in such a way as to maximize the effectiveness of our communications.

High Risk Messages

First, it is important to know what some of the high-risk ways of sending are, and what the specific risks are.

Sending Solutions--One typical way of sending is to direct the behavior of the corpsmember with an order, warning or advice.

Example:

> During a class a teacher may say "Be quiet and take your seats," instead of "I'm really frustrated trying to get your attention." The problem is "frustration," the solution is "take your seats, etc.."

A corpsmember is sending a solution when he/she says "Can't I go home?" instead of "I'm homesick."

The risks in sending solutions are:

1. The solution sent must now be enforced and as a result becomes the new problem.
2. The original problem is never clearly stated.
3. Sending solutions sets up a power contest.
4. Sending solutions does not encourage corpsmembers to generate other solutions.

Blaming, Criticizing, Evaluating

Another typical way of sending is to blame, criticize, or evaluate the person whose behavior is bothering you.

Example:

> To corpsmembers who continually forgets their assignments--
> "What's the matter with you? I think you'd forget your head if it wasn't fastened on."

The risks of this technique are very high; corpsmembers feel "put-down" and the result is extreme defensiveness. They will either accept your criticial assessment submissively with the resentment churning inside, or will handle the resentment by attacking other corpsmembers or attacking you.

Messages

Another way of sending is indirectly through questions, sarcastic "digs," and, or edgy voice tone, without ever openly stating the problem.

> You are very angry with a corpsmember and say--
> "Didn't anyone ever explain the camp rules to you?"

Another version of the indirect message would be to refuse to be friendly with a corpsmember whose behavior you find unacceptable.

The risks in sending indirect messages are:

1. The problem is not stated openly, so it can't be resolved. You are controlling the opportunity of the other person to be let out of the "bad guy" role.

2. We often are indirect to avoid hurting other people's feelings. But when people sense we are upset but don't know why, they may really get frightened and imagine many things worse than the problem.

Principles of Effective Sending

1. Accepting responsibility for your own feelings.

2. Sending feelings instead of evaluations.

3. Relating your feelings to behaviors not evaluations or assessments of the other person.

Accepting Responsibility for Your Own Feelings

If a corpsmember were to leave a group meeting very abruptly you might make one of several assumptions about his/her behavior:

1. Corpsmember is upset with you.

2. The discussion "triggered" a lot of feelings in the corpsmember.

3. Corpsmember was ill.

Depending on which assumption you believe, you would have a different feeling: (see following diagram)

BEHAVIOR	ASSUMPTION	FEELING
Corpsmember suddenly leaves group meeting	1. Upset with you.	uncertain, inadequate
	2. Handling his own feelings.	concern, interest
	3. Illness.	concern
	4. Other task.	ok, slight annoyance

The importance of this diagram is that it indicates that the difference in how you feel about a situation can be changed by what assumptions you make--how you "process" the experience--even when the behavior stayed the same.

This is always true of feelings. We always have feelings based on how we "process" the other person's behavior rather than on the behavior itself. We "own" or are responsible for our feelings.

Example:

Given the situation above, you could not accurately say--"You made me feel inadequate."--because you could have felt differently based on your different assumptions about his/her behavior. To be accurate you would have to accept responsibility for the feeling: "I felt inadequate when you left the room because I thought it meant you were upset with me."

The concept of "owning" your feelings is extremely important for effective communication. Any time you tell a corpsmember a feeling but don't own it--such as "You hurt me when you said that"--you are blaming the corpsmember for your feelings. Corpsmembers will usually react defensively, then you get defensive, and the battle is on.

Non-owned messages also create many arguments because they state feelings as if they were the total truth; any person with a different feeling must obliterate your statement for his/her point of view. With an "owned" message, both points of view can coexist and both are equally valid.

Example:

Non-owned Message -- 1st Staff: "The morale at this center is really poor."

2nd Staff: "That's not true at all."

Owned Message: 1st Staff: "I'm worried about the morale at the center."

2nd Staff: "That really surprises me! I've been very pleased with it."

Really, it is very important to know that you "own" the problem when you want someone else to help you solve it. If you tell corpsmembers that you are disappointed and upset because their work was not completed, they may be willing to complete it without further fuss; but if you try to convince them they should be upset with their behavior they will resist, because you are not only asking them to change their behavior but also their values.

Send Feelings Not Evaluations

Experience has shown that corpsmembers want to know "where you are at" and respect the staff member who is honest with them.

And there are times--such as in group discussions--when a corpsmember may ask you or other corpsmembers to give him/her your evaluations;

But as a general rule: Send feelings not evaluations. When you tell a corpsmember what you are feeling, they understand your position without being humiliated and judged.

Example:

Feeling Message --	Staff:	"I'm really upset that your work isn't completed."
	Corpsmember:	"Oh, that's right. I started talking to Jim and forgot about it."
Evaluation Message --	Staff:	"You're a poor worker. You haven't finished your job.
	Corpsmember:	"Didn't want to. It's a stupid job." (resistance based on feeling humiliated).

Sending feelings is also more "honest" than sending evaluations in that it more accurately reflects the actual experience.

For example: If a corpsmember says he/she will do one thing but does another, there is usually a physical reaction (such as a tightening in the stomach) which we learn to identify as feeling "betrayed" or "hurt." When we experience this feeling, we tend to evaluate the corpsmember -- "He's untrustworthy" and depending on how we are used to handling problems, we might send the corpsmember a solution -- "Don't ever do that again" -- or an indirect message -- never assign him/her important tasks.

The sequence is:

other person's behavior	produces a	physical reaction	which we identify as	feelings	which may leads us to	evaluate	
	or	send solutions		or		be indirect	

The further away from feelings we get, the further away we get from what we actually experienced, and the less honest (accurate) we are being.

Avoid the phrase "I feel that ...." Rarely will "that" be followed by a feeling word (hurt, happy, sad), but will usually be followed by an evaluation -- I feel that corpsmembers should --" Anytime you can substitute the word "think" for "feel", you have not expressed a feeling.

Disguised Evaluation: "I think that corpsmembers should attend."

Feeling: "I would be disappointed if corpsmembers didn't attend."

Dr. Carl Rogers has developed the concept that a fully functioning human being expresses himself "Congruently." Congruence means that two things fit each other, overlap, coincide. To be a congruent person means that what you say, and what you are actually experiencing coincide. Congruent sending is to send what you are actually experiencing -- a feeling. We are less congruent when we are evaluating another person because we are no longer describing what is really going on in ourselves, but instead are focusing on the other person.

Example:

Congruent Sending:	"I resent your telling me this after it happened, instead of before."
Evaluation:	"You're thoughtless and inconsiderate. You know I wanted to know about these things beforehand."

Open expression of feelings does not always eliminate defensiveness -- attempting to control the other person's behavior would be manipulative -- but it does remove most unnecessary risks of creating defensiveness and it also serves to build trust. First of all, expressing feelings communicates trust for corpsmembers that they will be able to respond to you as a human being without your having to use power, either physical or emotional. Second, if staff are consistently expressing feelings, the corpsmembers learn to trust you because they can count on "knowing where you are at." While they may not always be delighted with you at the very moment you are angry, corpsmembers are more secure with staff members who say they are angry when they're angry, and happy when they're happy.

Relate to Behavior

The final element in sending effective feeling messages is to connect the feelings to the behavior of corpsmembers, rather than to an evaluation or assessment of their behavior.

Example:

If a corpsmember said one thing, and did another --

Relating to Behavior -- "I felt betrayed when you said you wouldn't do it and then did."

Adding an Evaluation or Assessment: "I felt betrayed because you tricked me."

Effective communication connects the feeling with a simple, emotionally neutral description of behavior rather than with an evaluation. Your choice of feeling word reflects the intensity of your feelings, but the behavioral description is present only to let the corpsmember know specifically what behavior you are having the feeling about.

The reasons for this are:

1. Adding an evaluation or assessment makes the message blaming and accusatory even though you have "owned" your feeling in the first part of the sentence. It is really another way of putting responsibility for your feelings onto the corpsmember.

2. The purpose of the behavioral description is to provide corpsmembers with clear information as to which of their behaviors triggered your feeling. A frequent source of "misunderstanding" is not even knowing what behavior causes the other person to react. "What did I do?" If you tell a corpsmember she "tricked" you, she may genuinely not understand, because if she had no intent to "trick"and you don't describe the specific behavior, she may not be able to relate "trick" to what she did.

SUMMARY

Sending feelings is an effective way of minimizing defensiveness and building trust in a relationship. To be effective, though, the feelings must be owned -- the sender must assume responsibility for his own feelings -- and related to behavior rather than an evaluation or assessment of the other person. Communicating feelings openly also encourages corpsmembers to share their feelings. The staff person who doesn't share feelings communicates inability to relate to feelings and corpsmembers will avoid sharing feelings with him. Staff who are open with their feelings communicate openness to feelings and find that corpsmembers seek them out as a counselor and friend.

Appendix III.I

Addresses and Telephone Numbers For Understanding Taxes Coordinators

ALABAMA
P.O. Box 715
Birmingham 35201
205-325-3434

ALASKA
P.O. Box 1500
Anchorage 99501
907-272-4767

ARIZONA
P.O. Box 2350
Phoenix 85002
602-261-3488

ARKANSAS
P.O. Box 3778
Little Rock 72203
501-378-5911

CALIFORNIA
P.O. Box 391
Los Angeles 90053
213-688-4488

P.O. Box 36020
San Francisco 94102
415-556-2515

COLORADO
P.O. Box 447
Denver 80201
303-837-2931

CONNECTICUT
P.O. Box 959
Hartford 06101
203-244-2700

DELAWARE
P.O. Box 28
Wilmington 19899
302-571-6053

DISTRICT OF COLUMBIA
P.O. Box 1018
Baltimore,MD. 21203
301-962-3276

FLORIDA
P.O. Box 35045
Jacksonville 32202
904-791-2959

GEORGIA
P.O. Box 1642
Atlanta 30301
404-526-4501

HAWAII
P.O. Box 2810
Honolulu 96803
808-546-8929

IDAHO
P.O. Box 7728
Boise 83707
208-342-2324

ILLINOIS
22 W. Madison
Suite 60
Chicago 60602
312-353-3118

P.O. Box 1468
Springfield 62705
217-525-4123

INDIANA
U.S. Post Office
and Court House
Room 318
Indiannapolis 46204
317-633-7112

IOWA
P.O. Box 1337
Des Moines 50305
515-284-4710

KANSAS
P.O. Box 400
Wichita 67201
316-267-6454

KENTUCKY
U.S. Post office Bldg.
Room 323
Louisville 40201
502-582-5377

LOUISIANA
P.O. Box 30309
New Orleans 70190
504-527-2467

MAINE
P.O. Box 787
Augusta 04330
207-622-6424

MARYLAND
P.O. Box 1018
Baltimore 21203
301-962-3276

MASSACHUSETTS
P.O. Box 9112
JFK Post Office
Boston 02203
617-223-6024

MICHIGAN
Federal Bldg.
Room 503
Detroit 48226
313-226-7227

MINNESOTA
P.O. Box 3556
St. Paul 55165
612- 725-7431

MISSISSIPPI
P.O. Box 370
Jackson 39212
601-948-2225

MISSOURI
P.O. Box 1548
Central Station
St. louis 63188
314-622-4954

MONTANA
P.O. Box 1177
Helena 59601
406-442-3252

NEBRASKA
P.O. Box 1052
Omaha 68101
402-221-3504

NEVADA
P.O. Box 891
Renno 89504
702-784-5232

NEW HAMPSHIRE
P.O. Box 720
Portsmouth 03801
603-436-7752

NEW JERSEY
P.O. Box 1261
Newark 07101
201-645-3894

NEW MEXICO
P.O. Box 1967
Albuquerque 87103
505-766-2751

NEW YORK
P.O. Box 3000
Church St. Station
New York City 10008
212-264-2080

P.O. Box 380
General Post Office
Brooklyn 11202
212-596-5540

P.O. Box 496
Albany 12201
518-472-2425

P.O. Box 60
Niagara Square Station
Buffalo 14201
716-842-3400

NORTH CAROLINA
P.O. Box 20541
Greensboro 27420
919-275-9266

NORTH DAKOTA
P.O. Box 8
Fargo 58102
701-237-5157

OHIO
Federal Office Bldg.
Room 5530
Cincinnati 45202
513-648-2393

1240 E. 9th Street
Room 381
Cleveland 44199
216-522-3325

OKLAHOMA
P.O. Box 66
Oklahoma City 73101
405-231-4705

OREGON
P.O. Box 3341
Portland 97208
503-221- 3306

PENNSYLVANIA
P.O. Box 12805
Philadelphia 19108
215-597-4244

P.O. Box 2488
Pittsburgh 15230
412-644-5639

RHODE ISLAND
P.O. Box 6528
Providence 02904
401-528-5225

SOUTH CAROLINA
P.O. Box 407
Columbia 29202
803-765-5706

SOUTH DAKOTA
P.O. Box 370
Aberdeen 57401
605-225-7204

TENNESSEE
P.O. Box 1107
Nashville 37202
615-749-5789

TEXAS
P.O. Box 250
Austin 78767
512-397-5319

1100 Commerce St.
Room 11827
Dallas 75202
214-749-2795

UTAH
P.O. Box 2069
Salt Lake City 84110
801-524-5811

VERMONT
Federal Building
P.O. Box 489
Burlington 05401
802-862-6351

VIRGINIA
P.O. Box 10107
Richmond 23240
804-782-2263

WASHINGTON
P.O. Box 854
Seattle 98111
206-442-4620

WEST VIRGINIA
425 Juliana Street
Room 4201
Parkersburg 26101
304-422-8208

WISCONSIN
P.O. Box 92056
Milwaukee 53202
414-224-3386

WYOMING
P.O. Box 1829
Cheyenne 82001
307-778-2362

WHAT ABOUT UNIONS

Appendix III.2:

1. What is a union?

A union is a group of workers. All the employees do the same type of work. They unite to get good wages and working conditions from their employers.

Unions work mainly in the areas of large industry and business. This includes people working in mines, factories, transportation, and in the making of clothes.

Unions are formed to deal with people in a certain industry. This is why you have such unions as the Electrical Workers Union, the United Mine Workers Union, or the Amalgamated Clothing Workers of America.

2. Who joins a union?

Some workers never join a union. Others join unions when they get their first job. Why is this?

There are a number of reasons. Some types of work do not have unions. Many "white collar" jobs like lawyers or doctors for example, don't have unions.

Most industries, however, do have unions which their workers can join.

Union members pay union dues. This money is often taken from your pay check. The money is used to run the union.

As a union member, you should find out what the union stands for. Go to union meetings. Join union study classes. Learn about the history of the union. Get to know your union leaders. Take part in the election of union officers. Be willing to serve on union committees.

3. How do unions help workers?

Not too many years ago, people worked 12 to 14 hours a day. Often they received very little money for their hard work. Many jobs were unsafe. Accidents happened often. Unhealthy working conditions were common.

What happened if a worker complained? Usually he or she got fired. There was always someone else who would do the work.

The complaining worker often got known as a "trouble-maker", and found it difficult to find work.

Today working conditions have changed. Most of this change is due to the work of unions.

It is still true that a single worker may be fired if he complains to his employer.

But if he belongs to a union, he has a much stronger position. Suppose he believes his working conditions are unsafe. He tells his "shop steward", the union's man who talks to the employer about such matters. If the employer decides not to do anything, the union may decide to take action by putting pressure on the employer to fix the unsafe conditions.

The union may call a strike. This means all the workers refuse to work until the unsafe working conditions are fixed.

The worker who made the complaint does not stand alone. The members of his union stand behind him. The employer cannot fire him.

Or the union may picket the company. Workers carry signs telling the public that the company is "unfair to labor".

Often union members in other companies will not handle the products of the company on strike.

Are unions legal? Yes, they are. Congress passed the National Labor Relations Act in 1935. It is also known as the Wagner Act.

This law said employees have the right to join a union. These employees have the right to pick people to represent them. This means they can choose people from within their union to make agreements with the employer. These agreements decide wages and working conditions.

4. What is collective bargaining?

You may have heard the term "collective bargaining". What does it mean? It is easier to understand if we start with a single worker. Suppose she asked her boss for a raise. The boss may give her a raise, or she may not give it to her. The boss knows that if she does not give the raise, the worker might quit her job. This doesn't worry the boss. She can always hire another worker.

In collective bargaining, all the workers speak to their employer about wages or working conditions.

Of course, it is impossible for all the workers of a large company to speak to the employer at once. So they choose union people who will talk to the employer for them. These people are the workers' spokespersons. They represent the workers.

The employer knows that these union people represent all the workers. The workers could number in the hundreds or thousands. It would be difficult for him to replace all of these workers even if he could fire them all.

An employer may not listen to the request of a single worker. But he will listen when all workers speak to him through chosen representatives.

The purpose of collective bargaining is to get a union contract. This contract is in writing. It covers such items as wages, holidays, sick pay, working conditions, and pensions.

Sometimes the employer and the union agree quickly. Both sides are satisfied. But when both sides can't agree, it is sometimes necessary to call in a third member. Often he/she is called a mediator. He/she acts as a referee.

The mediator is not on the side of the employer or on the side of the union. He/she is neutral. His/her job is to get the two sides to agree. He/she studies the points of disagreement. He/she tries to work out a solution that will be agreeable to both sides.

Many strikes are settled through this type of bargaining.

WORDS FROM THE WORK PLACE

Appendix III.3:

Blue collar workers: Manual workers, usually those employed in production, maintenance, and manual occupations. Usually paid by the hour or according to the amount they produce.

Bonus plan: A wage system that gives payment in addition to the normal wage paid.

Break time: (coffee break, rest period): Brief interruption in the work day, usually 5 to 15 minutes.

Check off: When the employer makes an agreement with the union and the employee, they will check off, or take away, some of your regular pay and keep it for the union dues.

Collective bargaining: This is when the representatives of the employers and the representatives of the union get together to talk and agree on wages, benefits, working conditions and working hours for the employees.

Commission earnings: Wages given to sales people based on how much they have sold. They may be the whole salary or they may be an addition to a regular salary.

Death benefit: Money given to a worker's family or friends when he/she dies. The money may come from the employer, from the union, from an insurance policy or pension fund.

Disability: Any injury or illness (temporary or permanent) which stop the worker from working normally. A disability retirement is retirement because of inability to perform the job.

Discharge: Usually means being fired because of poor performance or bad behavior on the job.

Discrimination: Unequal treatment of workers in hiring, employment, pay, or conditions of work because of race, national origin, creed, color, sex, age, union membership or activity, or any other characteristics not related to ability or job performance. Discrimination is prohibited by Federal, State, and local laws.

Double time: Extra wages for overtime work, work on Sundays or holidays. This equals twice the employee's regular rate of pay for each hour worked.

Economic strike: Union authorized strike to bring about changes in wages, hours or working conditions. The term is usually associated with contract negotiations.

Employer: The usual word for any person, group or company which hires workers.

Fringe benefits: Extra benefits in addition to the normal pay given by the employer to the employee. These are things like paid vacations, pensions, health and insurance plans and death benefits.

Funeral leave pay: If there is a death and funeral in the workers direct family he/she can collect pay for up to three days while he/she misses work.

Job posting: A list of available jobs put up on a bulletin board which tells the employee which new jobs are open.

Journeyman: A fully qualified crafts worker who has served an apprenticeship.

Jury duty pay: Pay or allowance paid by some employers who serve on jury duty during work hours.

Lay-off: (reduction-in-force): A temporary or permanent loss of a job. The word usually means that the worker will be rehired, but sometimes the lay-off is permanent. This lay-off is not the fault of the worker.

Leave: Excused time away from work. Leave may be used for sickness, vacations and personal or other reasons; it may be paid or unpaid.

Maternity benefits: Health and insurance plan benefits paid to women workers who are absent because of pregnancy and childbirth, sometimes benefits are given to the wives of workers.

Merit increase: A pay raise given to the worker on the basis of good work.

Minimum wage: The lowest rate or pay, established by law or through collective bargaining at which covered workers may be employed. This wage is usually expressed as an hourly rate.

Moonlighting: Working on two paid jobs at the same time. For example, a worker may have a full time job with one employer and then work on a part time job with another employer.

Open shop: You do not need to be a union member to get the job. You do not need to become a union member to keep the job. There may be a union in the store or factory with many members, but you join only if you want to.

Overtime: Extra work done over and above the normal work day or work week.

Overtime pay: Extra wages paid for work done over and above the normal work day or work week.

Paid holidays: A work day for which the workers receive their full day's pay even though they don't work. Holidays are decided on by the company and the union, or by national policy.

Paid vacations: Excused leaves of absence with full pay given to workers each year for the purpose of rest and recreation.

Payroll deductions: Money taken out of the workers wages by the employer for social security, Federal and State income taxes and other government requirements. Money may also be taken out for union dues, insurance plans and other benefit programs.

Payroll period: The amount of time between paychecks. Usually wages are paid either every week, every other week, or every month.

Pension plan (retirement plan, annuity): A formal plan set up to pay employees income after they retire and usually up until the time they die. The money may come from Social Security, unions, the company or the Government.

Personal leave: Excused leave for reasons important to the worker, but not provided for through vacation or sick leave plans. The worker may or may not receive pay for the time missed.

Piece work: Wages paid for the amount of work completed.

Premium pay: Extra money paid per hour for overtime work or night shift.

Probationary period: When you first go to work for a company you are on trial for a specific period of time before you become a regular employee.

Profit sharing plan: A plan in which the employer shares a part of the business with the employee.

Retirement: When a worker ends his/her career because of old age, a disability, or finishing a needed number of years he/she retires and usually gets a pension.

Salary rate: The amount of money you are paid per hour, day, month or year.

Savings plan: A plan in which some money is taken out of the workers wages with their permission to put into a savings fund.

Seniority: Seniority is the amount of time you have spent on a job. The longer that you have been there the greater the amount of seniority you have. Usually people with greater seniority get more choices for their work shifts, vacations and promotions and are the last people to get laid off.

Sick leave: An amount of time during which workers may be absent without losing their job or their benefits. A paid sick leave plan gives full or part pay during this time, usually only up to a certain number of days.

Social Security Act: A law which sets up a national social insurance plan. The plan pays for retirement income, money given to a dead worker's family, disability pay for a sick or hurt worker. It also gives money to old people, the unemployed, and to the blind or handicapped. Money for Social Security comes from money taken from the pay of almost all workers.

Straight time: Time worked at a normal pay rate without any overtime.

Strike: This is when a group of employees stop working to show their unhappiness with wages or working conditions.

Suggestion system: A plan which lets employees give their employer's any ideas that they have which would make the company run better. Many times an employer will give the employee a bonus for a good idea.

Take home pay: The real wages taken home after taxes, Social Security and other deductions like savings plans, union dues, pension plan, etc.

Time and one-half: Extra pay for over-time work you are paid half again your normal pay for each hour.

Unemployment insurance: A plan in which the State and Federal government provides compensation to those who are out of work through no fault of their own. Eligibility and the amount of money each person can receive is decided by the rules of each state.

Union: An organization in which the workers are members. The union exists to deal with employers to try to tell them of grievances about wages, hours and conditions of work.

Union dues: The small amount of money that each union member pays, usually each month to help run the union.

Worker's Compensation: A state insurance program that pays money to workers or their families if occupational illness, injuries, or death leads to a loss of wages. Eligibility as well as the amount is decided by the rules of each State.

Appendix III.4:

Abbreviations Commonly Found in Classified Ads

Part One: Job Listings

acct. --------- accountant
actg. --------- acting
aft. ---------- afternoon
agcy. --------- agency
agt. ---------- agent
asst. --------- assistant
avail. --------- available
ave. ---------- avenue

ben. ---------- benefits
bk. ----------- bank
bkgd. -------- background
bkkpr. ------- bookkeeper
bkpr. -------- bookkeeper
bldg. -------- building
bldg.main.--- building maintenance
blvd. -------- boulevard
bur. --------- bureau

cash. -------- cashier
cas. --------- cashier
cshr. -------- cashier
cert. -------- certificate
cler. -------- clerical
clk. --------- clerk
clk.typ. ----- clerk typist
co. ---------- company
comp. ------- company
comp. ------- companion
cond. -------- condition
constr. ------ construction
cple. -------- couple

d/nt. -------- day or night
dept. -------- department
dir. --------- director
dntwn. ------ downtown
dom. -------- domestic
domest. ----- domestic
dr. ---------- drive
dy. ---------- delivery

ed. ---------- editor, or education
emp. --------- employ, employee, employer
eng. --------- engineer
engr. -------- engineer
eng. --------- English
entr. -------- entry
equip. ------- equipment
excl. -------- excellent
exec. -------- executive
exp. --------- experience
exp'd. ------- experienced
exp. nded ---- experience needed
eve. --------- evening

f.pd. -------- fee paid
f. ----------- female
fact. -------- factory
fed. --------- federal
fl.tm. ------- full time
flst. --------- florist
for. --------- forestry
fores. ------- forestry
freq. -------- frequent
Fri. --------- Friday
frm. --------- farm
frm.wkr. ----- farmworker
fut. ---------- future

gen. -------- general
govt. -------- government
gp. ---------- group
grad. -------- graduate
guar. -------- guarantee
gtd. --------- guaranteed

hlp. ---------- help
h. ----------- hour
hr. ----------- hour
hlth.cert ----- health certificate
hosp. -------- hospital
husb. -------- husband
hvy. --------- heavy

Abbreviations

Job listings (cont.)

hvy.tr.dr. --------- heavy truck driver
hvy.equip.op. ----- heavy equipment operator
hwy. ---------- highway
hwy. equip. ------- highway equipment

indr. ---------- indoors
info. ---------- information
ins. ---------- insurance
int. ---------- interest
interested

jb. ---------- job

lab. ---------- labor
lenth. ---------- length
lib. ---------- library
lic. ---------- license
lg. ---------- large
lite. ---------- light
lt. ---------- light

m. ---------- male
mach. ---------- machine
mach.oper. ------- machine operator
main. ---------- maintenance
maint. ---------- maintenance
maj. ---------- major
man. ---------- manual
max. ---------- maximum
mech. ---------- mechanic
mechanical
mfr. ---------- manufacturer
mgmt. ---------- management
mgr. ---------- manager
milit. ---------- military
min. ---------- minimum
mo. ---------- month
mod. ---------- moderate
Mon. ---------- Monday

n. ---------- noon
n. ---------- noon
nm. ---------- name
nav. ---------- naval
nat. ---------- national
nec. ---------- necessary
norm. -------- normal
nt. ---------- night

ofc. ---------- office
off. ---------- office
offic. -------- official
ofr. ---------- offer
oppty. -------- opportunity
org. ---------- organization
otdr. --------- outdoor

pd. ---------- paid
per. ---------- person
perm. -------- permanent
P.O. ---------- Post Office
pos. ---------- position
posit. -------- position
pref. --------- preferably
prob. --------- probably
proj. --------- project
p.t. ---------- part time

qt. ---------- quiet
qual. --------- quality
quant. -------- quantity
ques. --------- questionnaire

rd. ---------- road
recept. ------- receptionist
ref.req. ------ references required
resp. --------- respectable
responsible
rest. --------- restaurant
rm. ---------- room
r.r. ---------- railroad

Abbreviations

Job listings (cont.)

sal. ---------- salary
sanit. --------- sanitation
Sat. ---------- Saturday
sec. ---------- secretary
secy. --------- secretary
sh.hd.--------- shorthand
sm. ---------- small
sml. ---------- small
steno. -------- stenography
stenographer
Sun. ---------- Sunday

Thurs. -------- Thursday
thru. --------- through
tls. ---------- tools
tm. ---------- time
trn. ---------- train
trnee. -------- trainee
Tues. --------- Tuesday
typ. ---------- typist

u'll ---------- you will

w/ ---------- with
Wed. --------- Wednesday
wk. ---------- work
wk. ---------- week
wkend. ------ weekend
wpm --------- words per minute
(refers to typing
speed)

xlnt. --------- excellent

yr. ---------- year
yrs. ---------- years

Part Two: Furniture, Housing and Cars

a/c ---------- air conditioned
a/cond. ------ air conditioning
aft. ---------- after
afternoon
ant. ---------- antique
appl. --------- appliances
approx. ------ approximate
attrac. ------- attractive
auto. --------- automatic
avail. -------- available

B & W -------- black and white
bal. ---------- balcony
bd. ----------- bed
bdrm. -------- bedroom
bdng. --------- binding
bd spd. ------- bedspread
beaut. -------- beautiful
bet. ---------- between
bkyd. --------- back yard
bl. ----------- blue
blk. ---------- black
bo. ----------- both
brk. ---------- brick
bsmt. -------- basement
bthrm. ------- bathroom
boxspg. ------ boxspring

col. ---------- color
cond. --------- condition
conv. --------- conventional
convenient
crd. ---------- credit
csh. ---------- cash
cyn. ---------- cylinder

dwsher. ------ dishwasher
dbl. ---------- double
del. ---------- delivery
dinrm. ------- dining room
disc. --------- discount
dr. ----------- drive
door
dwn. pymt.--- down payment

ea. ---------- each
eat. i. kit ---- eat-in kitchen
effic. -------- efficiency
elect. -------- electrical
entr. --------- entrance
equip. -------- equipment
est. ---------- estimate
ev. ----------- every
excel. -------- excellent
ez. ----------- easy

fam. ---------- family
fam. rm. ----- family room
fin.avail. ----- financing available
fin. ---------- financed
fire pl. ------- fireplace
flr. ---------- floor
fncd. --------- fenced
furn. --------- furnished
furnisher
furnace

grd.flr. ------- ground floor
grn. ---------- green
grp. ---------- group
guar. --------- guaranteed

hd.tp. -------- hard top
hi.rse. -------- high rise
hse.wr. ------- house ware

immed. ------- immediate
immediately
incl. ---------- included
indr. ---------- indoor
indiv. --------- individual
install. -------- installation

ken. ---------- kennel
kit. ---------- kitchen
kitntt. -------- kitchenette
kng.sze. ------ king size

Furniture, Housing and Cars (cont.)

lg. ---------- large
lge. ---------- large
liv. ---------- live
liv. rm. ------ living room
lux. ---------- luxurious
ly. awy. ----- lay-away

mah. --------- mahogany
map. --------- maple
matt. -------- mattress
mi. ---------- miles
min. --------- minimum
misc. -------- miscellaneous
mod. --------- modern
mo. ---------- month
mos. --------- months

nite. std. ---- night stand
nr. ---------- near
nw. ---------- new

ofc. ---------- office
ofr. ---------- offer
oppor. ------- opportunity

pat. ---------- patio
pc. ---------- piece
perf. --------- perfect
por. ---------- porch
prch. --------- porch
port. --------- portable
priv. --------- private
pvt. ---------- private
pwr. brk. ---- power brake
pwr. str. ----- power steering

qual. --------- quality
quan. -------- quantity
ques. -------- question
quen sz ------ queen-size

rh. ---------- radio heater
ramb. -------- rambling
ran. hse. ----- ranch house
rd. ---------- road
red
reas. --------- reasonable
reblt. -------- rebuilt
rec. rm. ----- recreation room
refrig. ------- refrigerator
reg. ---------- regular
remod. ------ remodeled
rur. ---------- rural

sb. div. ------ sub division
secld. -------- secluded
sep. ---------- separate
silv. ---------- silver
sm. ---------- small
so. ---------- south
spec. --------- special
sped. --------- speed
spd. ---------- speed
sq. ft. ------- square feet
stn. ---------- stone
stv. ---------- stove

tbls. --------- table
tel. ---------- television
thru. --------- through
trans. -------- transport
transmission
trntbl. ------- turntable
t.v. ---------- television
twn. hse. ---- townhouse

und. ---------- under
unfurnished
u'll ---------- you will
uphol. -------- upholstered
util. ---------- utility

w/ ---------- with
w.w. --------- wire wheels
wal. ---------- walnut
wash.dry. ---- washer and dryer
wd. ---------- wood
wht. ---------- white
wk. ---------- work
week
wked. -------- weekend

Furniture, Housing and Cars (cont.)

xlnt. ---------- excellent

yd. ---------- yard
yllw. ---------- yellow
yr. ---------- year
yrs. ---------- years

Part Three: Measures and Weights

a. ---------- acre
bu. ---------- bushel
cm. ---------- centimeter
cu.yd. -------- cubic yard
cu. ft. -------- cubic foot
cu. in. -------- cubic inch
doz. ---------- dozen
fl. oz.--------- fluid ounce
ft. ---------- foot
gal. ---------- gallon
gm. ---------- gram
in. ---------- inch
km. ---------- kilometer
lb. ---------- pound
mg. ---------- milligram
mi. ---------- mile
min. --------- minimum
mm. --------- millimeter
oz. ---------- ounce
pk. ---------- peck
pt. ---------- pint
qt. ---------- quart
rd. ---------- rod
sq. yd. ------- square yard
sq. ft. -------- square foot
sq. in. -------- square inch
sq. mi. ------- square mile
tn. ---------- ton
wt. ---------- weight
yd. ---------- yard

Appendix IV:1: Sample questions and checklist

The Interview

There are some questions that almost every interviewer will ask you when you enter the work world and seek a job. If you are able to answer these well you will have a better chance of being hired:

1. What position are you interested in?
2. Have you ever worked before? Tell me about it.
3. What were your grades like? (in school)
4. What skills do you have that would help you with the job?
5. What makes you want to work for us?
6. Do you think you would be happy here?
7. If I asked you to come in Saturdays, would you do it?
8. What do you want to be doing five years from now?
9. How much pay are you asking for?
10. When could you start?

Appendix

Checklist for the Job Interview

Applicant _____ Employer _____

Job Choice _____ Date _____

		YES	NO
1.	Was the Job Seeker on time?	___	___
2.	Was the Job Seeker dressed appropriately?	___	___
3.	Was the Job Seeker courteous?	___	___
4.	Was his/her posture satisfactory?	___	___
5.	Did the Job Seeker appear to be nervous or tense?	___	___
6.	Did the Job Seeker show a strong desire for the job?	___	___
7.	Did he/she sell himself/herself by stating a knowledge of some of the necessary skills of his/her vocation?	___	___
8.	Would you hire this Job Seeker on the basis of this interview?	___	___
9.	Did he/she speak loudly and clearly?	___	___
10.	Did he/she look you in the eye during the interview?	___	___

11. PLEASE RATE THE OVERALL INTERVIEW AS:

Needs more work	Satisfactory	Good
_____	_____	_____

Signature: _____ (Interviewer)

COMMENTS, if any:

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